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Job-Wise or Otherwise?

Journal of EDUCATION

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorial

Leisure Tragedy

NOTHING threatens civilization today so alarmingly as the idle hours of men and women, especially in youth and young manhood and womanhood.

In the present labor crisis when machinery is reducing opportunities for profitable employment for men and women, no youth should be allowed to do a man's or woman's work until he has completed some course in education that prepares him for skilled service for life.

Every one should be required to be interested in something profitable, intellectual, or entertaining until he is established in some life interest.

The simplest, most advantageous life for youths is in college, and college courses are now so varied as to be universally attractive and profitable while learning, and ever after graduation.

College life now is an inspiration to better living and nobler character. It is the best civic and social safeguard to society, the best stabilizer of civilization.

Massachusetts Normal Schools

FRANCIS A. BAGNALL, principal, State Teachers College at Hyannis, will succeed James Chalmers as principal of the Framingham State Teachers College on August 4, when the latter retires because of age for a pension.

Herbert H. Howes, superintendent of Medford, will succeed Dr. Bagnall at Hyannis.

Dr. Bagnall has made a notable success at Hyannis, continuing the highly professional work created by Dr. William A. Baldwin, and the promotion from the youngest to the oldest State Teacher Training School in the state is well deserved recognition.

Herbert H. Howes, who succeeds Dr. Bagnall at Hyannis, is one of the youngest men to be elected to a professional principalship in the state. He is a graduate of the Bridgewater State Teachers College, and as superintendent has demonstrated high professional leadership of the principals, teachers and the public. The two selections by the State Department of Education give great satisfaction.

Dr. Chalmers has had an exceptional professional service in the state. When superintendent at Fitchburg he was appointed to the State Board of Education by Governor David I. Walsh, and was elected to the principalship at Fitchburg in 1917. He is a most acceptable lecturer on education, having been on the summer faculty of Boston University.

Lowrey's Mission and Message

By A. E. WINSHIP

EX-CONGRESSMAN B. G. LOWREY of Mississippi has a brilliant message and a great cause.

The South has more than one hundred small colleges—Liberal Arts Colleges—everyway worthwhile, serving an important constituency in a wholesome way, with no state or national aid, dependent upon tuition, church organizations and personal gifts.

These colleges are in agricultural districts that have suffered severely from floods, hurricanes, low prices and poor markets for farm products.

The children in the rural South must be taught by graduates of these Liberal Arts Colleges or the teaching will be artificial, unadapted to the rural schools.

New England has more than a third as many colleges as there are in the South and two of these are receiving as much for buildings, equipment and endowments in three years as the hundred colleges of the South have received for such purposes in a quarter of a century.

The money that rolls in upon the third of a hundred colleges in New England has been accumulating for half a century during that half century the South has been struggling to regain lost fortunes.

The South will return a larger dividend on money invested in small colleges than any other investment in education in the New World. The dividend will be in business enterprises, in vitalizing soil and climate, in young manhood and womanhood.

Dr. B. G. Lowrey has a statement that should be blazoned on banners everywhere in this broad land:—

"In the states that depend largely upon agriculture and have little manufacturing or commerce this situation has made it difficult to provide college facilities for aspiring young men and women of the rising generation. Take Mississippi for example: Perhaps no state in the Union depends more nearly on agriculture alone. It has comparatively few industries. Let the prosperous people of Massachusetts, or even of broad fertile Ohio, think of what their situation would be if deprived of all income except from farms.

"In spite of these conditions Mississippi endured the horrors of the great flood, has expended large sums on drainage and flood control, has constructed many good roads, and made progress in public education which has commanded the admiration of the country. Within very recent years it has almost abolished the little one-teacher school, has established fifty agricultural high schools, which give board at cost and tuition free, and has built more than a thousand consolidated rural schools, many of which have teachers' residences and land and equipment for instruction in agriculture. Many of these schools have become real community centres and are radiating moral, social and intellectual culture through the country communities.

"Three years ago the Commissioners of Education at Washington stated that Mississippi was making more progress in these lines than any other state in the Union.

"All this has only complicated the college problem. These activities cost money and raised taxes to the limit of endurance with a people of limited means. These numerous high schools are from year to year turning out graduates, large numbers of whom are sturdy, purposeful country boys and girls, anxious to go to college not simply for athletics and social pleasures but for the enlargement of their powers and prospects.

"Now comes the question of sufficient room and equipment in the colleges for all who are actually knocking at their doors. These colleges depend largely on philanthropy. To any one of these a gift of from $100,000 to $500,000 would mean more than millions to any great rich university.

"This should appeal to the generosity of those who have accumulated fortunes in those sections of the country which have enjoyed prosperity while the agricultural states have struggled. There does not exist just now another field of philanthropy so inviting to those who have large wealth with which they would really like to help humanity."

Two Decades of Secretaries

SO FAR as we can learn the first executive secretary of a State Association was S. E. Armstrong of California, who was elected in March, 1910.

There is no equally good way to appreciate the pace of progress in twenty years than to compare the state associations then and now.

Graduate Students in Education

THE over-supply of professionally trained teachers is seriously complicated by the abundance of graduate students in education.

Originally the graduate work in education was supposed to prepare for higher professional positions in State Teachers Colleges, State Normal

Schools, other colleges and universities. There was no conflict between those trained to teach and those trained to teach those who were to teach.

In the present crisis there is a disposition to insist that in the case of an over-supply of classroom teachers, the graduate student should be employed in preference to those who have specialized on classroom teaching. From several angles the graduate student in education is liable to present wholly new problems.

Dr. J. B. Edmonson, dean of the School of Education of the University of Michigan, who magnifies achievements rather than professional idealism, is to have a series of conferences in their summer session for graduates of Michigan who have done work looking to the Master's or Doctor's degree.

These conferences will be held July 21 to 24, and will be of the nature of conferences to which graduate students in education, past or present, can bring real problems for professional solution.

The University of Michigan has had a half-century of leadership in the discovery of emergency professional problems, and there has never been greater need of leadership in the solution of such problems than there will be this summer.

Youthful Crime

THE National Probation Association, 370 Seventh Avenue, New York City, is making an heroic effort to stem the flood tide of temptation to youthful crime which is so appalling.

The greatest contribution of information and inspiration for life savers of youth tempted by the undertow of opportunities for youthful crime is the 1929 Year Book of the National Probation Association with thirty thrilling articles and case stories, a group of noble influences such as has not before been available in this crisis of crime.

One dollar sent to the association will bring you a copy of this book, which is of inestimable value.

Dr. Arthur C. Boyden

BY INHERITANCE and achievement there is no educator in Massachusetts who signifies as much to professional education as does Dr. Arthur C. Boyden, principal of the Bridgewater State Normal School for twenty-four years, and on the faculty for more than half a century.

Albert G. Boyden, his father, was principal of the Bridgewater State Normal School for forty-six years, from 1860 to 1906, and was principal-emeritus for nine years, 1906 to his death in 1915, with Arthur C. Boyden as principal. Albert G. Boyden graduated from the Bridgewater School before it was ten years old.

This year Dr. Arthur C. Boyden has prepared an historic address on "Three Centuries of Educational Progress," which is by far the most important and interesting presentation of American education that has been prepared by any one for any occasion.

Massachusetts decreed that education should be universal.

Massachusetts organized specific standards of schools and curricula.

Massachusetts authorized a financial plan for tax-supported free public schools and for income supported institutions.

Massachusetts contributed a long list of the early textbooks which dominated the schools during the eighteenth and early nineteenth century.

Massachusetts organized a peculiar type of supervision through a professional rather than an executive Board of Education, and also established, under their direction, a system of district superintendents.

Massachusetts established a revolutionary scheme for teacher training known as State Normal Schools.

Massachusetts contributed much toward the enrichment of school work. This included the promotion of music as a school subject, free gymnastics in school. Louis Agassiz was brought to Massachusetts to introduce science in public schools. Arnold Guyot was brought to Massachusetts to promote the scientific study of geography in the public schools.

Massachusetts brought Walter Smith from England to promote the teaching of drawing in public schools.

Massachusetts has contributed several master minds to American education. Among these were Horace Mann, Mark Hopkins, Asa Gray, Professor Longfellow, Holmes, Lowell, Emerson, Hawthorne, Bancroft, John Fiske, Charles W. Eliot, William T. Harris, Francis W. Parker, G. Stanley Hall, George Herbert Palmer, William James, Josiah Royce, Barrett Wendell, and their associates.

Dr. Arthur C. Boyden has given a personal flavor to his interpretation of Tercentenary history and biography such as could be given only by some one who has been a vital participant in public education for the last half-century as has the principal of the Bridgewater State Normal School, and who had inherited by personal affectionate contact with his father, who was a student in the Bridgewater State Normal School while Horace Mann was secretary of the Massachusetts State Board of Education.

Dr. Arthur C. Boyden's greatest personal creation in education has been the professional revelation of the science and art of teaching by the world's greatest teacher.

Ohio State University, June 23 to July 3, offers an intensive course on education by radio. Dr. W. W. Charters of the University will have direction of arrangements.

Belding's Page

GUIDES AND GUIDES

YOU would not admire the technique of a swimming teacher who simply tossed the novice into deep water, without so much as a rope or life preserver, and said: "Now swim!"

Neither is it a good way to teach mathematics, or science, or manual training, or anything else.

Recently a teacher was heard to boast: "I never explain anything in advance. If the pupils can't work a problem out for themselves they can bring it into class and I will show them how to do it."

He is like the hireling guide who lets his companion go on ahead, through swamp and ditch, up arduous ascents crowded with underbrush, growing weary and bewildered, while all the guide does is to remain within hailing distance part of the time.

The best teachers on college faculties do not hesitate to lead their students by easy stages. Yet there are teachers in secondary and perhaps in elementary schools who decline to act as thoughtful and sympathetic guides.

"You will have to swim for yourselves," they seem to say.

And, by their lazy, indifferent attitude, they become responsible for many educational drownings.

THE MIDDLE AGE TEST

IT IS PITIFUL to see a person in middle life who has no cultural or intellectual interest. To sit in the chimney corner and do nothing but roll over in one's mind the happenings of the past is a dull enough occupation for the very aged and infirm. For the able-bodied person in possession of unimpaired faculties thus to sit without mental exercise is pathetic.

One object of education should be to keep people from going to seed in middle age.

This is where the teaching of literature has perhaps its greatest usefulness. To put the pupil in touch with great, inspiring thoughts, and to cultivate an appreciation of printed masterpieces, and the ability to read with enjoyment whatever is enjoyable—in other words, to unlock the treasures of literature to the boy or girl—is to put in the hands of childhood the means of warding off intellectual stagnation.

Other cultural interests can and should be cultivated as part of the insurance against premature senility of mind. But reading is the most universal and accessible resource that can be given.

Mere exposure to the best books is no guaranty that these will be admired and loved. They may be, and in fact are, frequently loathed and hated. The ability to create a fondness for reading in the hearts of those who do not naturally like to read is somewhat rare in teachers. A certain contagion of enthusiasm is necessary. Also one must know how much to explain and where to let the author deliver his own message.

A teacher of literature may, by ill-considered assignments of reading or memorizing, utterly defeat the end in view and arouse a lifelong repugnance to real literature.

Modern life is reducing the hours of toil and contributing a correspondingly large amount of leisure. Education must prepare for active, intelligent living first of all, and for economic efficiency. This is basic. But if education were to stop there it would miserably fail to perform its proper and complete function.

CONSTANT REVISION

IN EDUCATIONAL subject matter and processes there must be ceaseless change. Perfection can never be reached in these matters. Even if it could, today's perfection would be tomorrow's backwardness.

So long as fresh discoveries of truth are made, and so long as the stream of time casts up new bits of truth, the curricula of schools will require constant revision. It will be like the clipping files in a newspaper library—old clippings having to be sorted over and some of them discarded to make room for newer ones.

It is discouraging for teachers who have struggled long and faithfully in revising courses of study, to think that it will all have to be done over again in a dozen years or so. Happily, however, not all of it will be done over. The best, in pedagogic principle, will be kept.

MALE ATTIRE

IN ORDER to voice a much-needed protest against male enslavement to custom in matters of attire, several hundred Dartmouth undergraduates voluntarily adopted a different sort of uniformity in clothes. The wearing of "shorts" in chilly weather was just as much a mass absurdity as the usual wearing of long trousers and coats.

Still the point is well taken. Men are as much the slaves of fashion as women are; and in recent years their chains have been longer and thicker than those of their sisters.

Anson W. Belding

Associate Editor.

Job-Wise or Otherwise?

By BEATRICE HUNTER CAHILL

Author of "Pupil Guidance"

GRADUATION days are here. The market will be literally flooded with prospective employees. How well are they qualified for the serious business of living? To what degree has education prepared them to carry on these functions? Education is worthwhile just to the degree in which it makes it possible for an individual to make satisfactory adjustments in his life and in his work. When school days are over neither the name of the school nor its educational process is as important as the finished product, which now faces measurement on a practical basis. What are the graduates worth to society? What value have they for the individuals themselves who have spent years in the educational mill, or to their families who have sacrificed in many ways in order that education might be possible?

For the purposes of the argument, let us divide all graduates into two classes: first, the unskilled graduates, or those who have postponed making vocational selections, and are unprepared to enter any definite types of positions; and, secondly, the skilled graduates, or those who have been especially trained so that they have marketable skills to offer selected fields of occupations.

Let us consider first the group of unskilled graduates. How will they discover their vocations? They have received no systematic guidance within the schools to enable them to bridge over the gap between school and work. They do not realize their assets or liabilities, for they have been gauging themselves in a hit-or-miss manner on the basis of crude social comparisons or on the basis of school progress.

Unskilled graduates have conceived meagre ideas about the world. Their school days have been sheltered, carefree days. They have never discovered the relation between their school experiences and their activities outside of school, but they have moved on in a mechanical way performing what has been demanded of them. They have not been trained to rely on their own judgments. "The future will take care of itself" has been their motto. They have not considered the future very much. They are certain that "something will turn up when we are ready to look around." They presume that if they have secured diplomas they will be fitted to perform almost any task within reason. Their vocational selection and experiences have been postponed. They make their first steps under handicaps.

Now graduation days are over. They will pause to look around and will be staggered finally by the realization that they are "up against the world at last," and that school has finished with them, placing them "on their own." In a daze they will turn to the newspapers for the "help wanted" columns, which offer few opportunities for finding the right position. Much shoe leather will be worn out. Self-valuation will come to them while chasing want ads for a few weeks. The position may call for experienced help. One discouraged graduate came to me and asked pathetically: "How does one get experienced?" The graduates may hear that they are too young, or that the work calls for maturity of judgment. They will hear repeatedly: "There is no opening now, but your name will be placed on the list for future reference." Such experiences have young people who are job-hunting on their own.

After discouragement from the newspaper columns, the unprepared graduates may turn to their friends for aid in finding work. It will seem astonishing that all their friends are working yet are unable to refer them to any openings for employment. Again they will discover a reality: that the circle of their acquaintances is small in comparison with the world at large, and they will soon apprehend that vocational contacts should have been made by them during school years. Sooner or later they will comprehend that no friendly hands can help them to their own vocational problems, so they will necessarily be forced to turn to strangers.

The next step for the unprepared graduates will bring them in touch with employment agencies, which even with their crude methods meet most serious situations in the economic world and serve as refuge for many bewildered and discouraged individuals who are forced to earn a living wage, but know not where to turn to secure help. In these agencies business is business. Human values are measured merely in dollars and cents. The problems consist in matching up some job for any person, whether it is the right person or the right job for the right person matters little, unless it will affect the reputation of the agency. But when they have reached the stage of the employment agencies these unprepared drifters are ready to accept any job as the right job, and moreover, they will be inclined to remain in the work whether satisfied with it or not, before they have the courage to throw their inabilities on the market, or at least until they have acquired that mysterious quality known as "experience." But sooner or later they will again take the blazed trail of drifters

who are frequently forced to accept inferior or seasonal occupations, or the positions which devour inexperienced help because young men are willing to begin work at a low wage. As soon as these drifters have acquired the much desired experience and try to ask for more money, they will be sent adrift or will leave on their own initiative. So they are found in the brotherhood of the unskilled, unemployed drifters who form the undesirable, deplorable group of men considered too old to hire after sixty years of age.

. . . . . .

The other group of skilled graduates have acquired special training and have definite plans for the future. When youths leave school behind they should be ready to put into practice what they have learned in school, to take up new roles in serious life. The prepared graduates are the products of guidance within the school. Under a system of guidance every individual is interviewed, counseled and informed concerning occupations in the probable fields of his selection. His interests are studied carefully, his training is plotted sanely in view of his past achievements, his capacities and his probable future. Thus the graduates and their parents are facing the future with clear understanding of the assets and liabilities of the youthful graduate.

One of the aims of vocational guidance is to awaken youths so that they will observe the workaday world about them, and to arouse curiosity so that they will want to know about the lives of those about them, about the world in general and how it works. Native interests are discovered in courses of occupations. New vistas are opened up before their eyes. Individuality develops when individual abilities and talents are discovered and guided, not controlled! Vocational selections follow automatically.

Through guidance the character of the graduates has been developed by participation in group demonstrations in case conferences—one of the most illuminating methods of instruction in which the students themselves discuss typical problems of behavior and judgment which they have met, or should be prepared to meet. It is amazing to discover that the students enter into such debates with frankness and eagerness, are willing to take part in the arguments, to weigh the proffered solutions, to digest the discussions and to arrive at definite decisions through a constructive process of thinking. Through such experiences the prepared graduates have learned during school days that there is a relationship between school conduct, school progress, and later life. Such discussions have provided them with a store of information to draw upon when they face similar problems. They have realized that they have social obligations to discharge, and that their conduct and example will affect the lives of others. Through such guidance these graduates have learned to think for themselves and to select from the opinions of others codes of conduct applicable to themselves. What valuable training for adult life!

Finally, the graduates from schools or colleges with guidance departments do not face the placement problems alone. They have been prepared gradually for the transition from school to work and there will be no wide gap for them. They are thoroughly acquainted with their mental capacities, their school achievements, and their special abilities. They have planned their courses for definite goals. They have selected their occupations of probable employment on the basis of their interests, preparation, training, and the requirements of the occupations. The prepared graduates are alert concerning handicaps, limitations and opportunities that occupations offer. After interviews with the placement counselor and with advisers the youths are prepared for interviews with employers. They know what they have to offer. Established contacts are provided for them by the guidance department, contacts with labor organizations, personnel managers, social and civic organization and social clubs. The introductory references of the guidance department, together with the personnel records reproduced by the placement counselors on request, are fortifications in securing first positions; while the follow-up departments provide insurance for the future of all guidance graduates.

. . . . . .

Is there any better method of discovering the value of a guidance department than to ask students who have benefited from it? Guidance saves waste in lives, saves money for employers, who have been forced under the old regime to expect months of loss through adjustment of new employees to the work.

If vocational guidance exists within the school and colleges, the graduates will be prepared for the serious business of living, and will be ready to bridge over the deplorable gap between school and work which exists for the unprepared graduates.

The future of the world depends on the child. All advance, all the new orientation the world has hoped for and largely failed in attaining, may come in the new generation if the children can be properly molded. All the unsolved individual and social problems may be more hopefully approached if we can but prepare better material with which to make the effort.

—Henry Dwight Chapin.

Modern Girl Finds a Way

By W. A. BALDWIN

Rhode Island College of Education, Providence

I RECENTLY learned through a substitute teacher of a certain High School that when a formal test is given, and these are frequent, every book and paper is removed from the desks and if any student is seen to pick up a scrap of paper from the floor any work which he has already done is confiscated and he must commence his examination over again. The whole atmosphere of the school is one of teacher domination and of suspicion.

A boy from such a school confessed to his grandmother, when calling upon her the other evening, that he had no interest in school nor in life in general, and that he "just hated" his French. This youth expressed the opinion that if he could live for a while in France he could "catch on to their lingo," but he could see no sense in just cramming up on declensions and conjugations.

On the very next day I learned of a fourteen-year-old High School girl who until recently has had a similar feeling about her French lessons. Then it occurred to her that she might to some extent take the matter into her own hands and find a remedy.

It seems that this girl when only ten years of age had worked out the following scheme for the improvement of her English. She drew up a list of her ancestors for several generations on both her father's and her mother's side. She copied a card showing her school record, giving the names of city and school. She then enclosed these documents in a letter in which she expressed the desire to correspond with an English girl of her own age. This letter she sent to a postmaster in England, asking him to give it to a superintendent of schools to be passed by him to a suitable English girl.

In due course of time she received a letter from an English girl who said that her father was an English grammar school master, and that she would be glad to correspond with American Dorothy. And so these girls have exchanged letters monthly for the past four years.

This plan has been so satisfactory to Dorothy that it seemed to her that a similar correspondence with a French girl might help to solve her French language problem. To this end she began to prepare herself for this proposed correspondence. She induced her college sister, who is a very good French scholar, to help her, and they have been writing frequent letters to each other within the home circle, the errors in Dorothy's letters being carefully corrected by her big sister.

Not strange to say Dorothy's French teacher has recently begun to notice a great improvement in her work in class, and has taken great credit to herself as a teacher of French. Meeting Dorothy's mother the other day she remarked that she had felt sure that she could eventually interest a girl as bright as her daughter in French. The mother had not the heart to disillusion the poor teacher (poor in more ways than one) regarding the source of this growing interest.

The teacher of the old-fashioned school might well take a few suggestions on methods of teaching from the much maligned modern school girl.

Secret of True Teaching

By EUGENE BERTRAM WILLARD

Everett, Mass.

THE true law of the pedagogic life, the only law of the pedagogic life, is consecration; and when I say consecration I do not mean graduating from normal school, getting a job as a teacher, and then saying: "There, I am consecrated." Nothing of the kind. Consecration is tackling pedagogic problems in the right spirit and using every power to the glory of education. It is simply dedicating one's teaching life, its whole flow, to the service of education.

The reason why so many teachers prove flat failures so far as the true pedagogic life is concerned is because they absolutely fail to comprehend what an utter thing consecration is, and how utterly impossible a successful teaching career is without it. The difference between a teacher who has consecrated him or herself and the individual who has made up his or her mind that on the whole the teaching profession is a very desirable profession in which to earn one's livelihood, is as the difference between fiction and fact. Nothing can turn the teacher really consecrated to the profession of teaching. Such a teacher counts all loss gain; and the catalogue of pains and penalties is but a teacher's inspiration. What would deter others stimulates such a teacher; what would

dismay, confirms. No high endeavor, no grand result, comes otherwise. It is the teacher rising to the pedagogic height, doing all things through the pedagogic wisdom which inspires and strengthens; the teacher no way lukewarm, but kindling with, possessed by, the enthusiasm of humanity, and so treading down all intervening obstacles, till, more than conqueror, the teacher wins "that crown with peerless pedagogic glories bright."

I am well aware just what every teacher says down in his or her heart who reads this. I am well aware how the average teacher shrinks from such deliberate surrender of themselves, their all, to the true law of pedagogy; and I am well aware how utterly the teaching life fails of its grandeur, how it loses a lot of its bestness, because this one absolutely necessary thing the teacher will not do. The average teacher is willing enough to serve the community in the capacity of youth's instructor, if they can only make their own reservations. Rebels so gladly take the oath of allegiance. But it is the reservation that kills the quality of the loyalty; it is the reservation that makes of the teachers, not exponents of the highest pedagogic law, but timid and time-serving and unreliable cogs in the educational machinery—in the thing easy, the thing convenient, the thing in which immediate reward or penalty is seen, obedient; but when the pressure comes, and the whole teacher is called on, when a pedagogic cross is to be borne, hesitating, half-faithful, or recreant. There are times of tribulation in every pedagogic experience, often unrecognized by other teachers—things in their inner secret lives, as well as of the outward and visible—when nothing can stand but the really consecrated pedagogic life; there are times when teachers terribly fail, when the disaster of their teaching efficiency is broad and deep. It is only the old story. The house is built upon the sand. The life is not riveted into the core of the rock. There has been some reserve in the consecration—a secret flaw, which at the test-moment betrays itself, wrecks the teacher.

No teacher wants to be at the mercy of flaws. In the metal thoroughly welded they need not be. When self-consecration to the highest in pedagogy is thorough, there need be no fear of any halfness in the glorious profession of teaching.

Too many teachers offer only half-service. This should not be. The efficient teacher should consecrate her talent to humanity, and, dying, be able to say that there is no line he could desire to blot, no sentiment he could wish to suppress; the teacher of ingenuity should consecrate his gift, and let the cunning of his hand labor nowhere in the great field of education that it will not bless the rising generation and help the world toward a better order of society.

It is useless to talk, and deny the power of man or woman to do what reason asks. It is no harsh, selfish task set before the teaching profession for its own glory; but to the teacher's fidelity it will approve itself as a staff of support and a reward of joy. It will ever bring comfort and power. I have somewhere met a thought like this, the truth of which all will recognize—there is in all of us, and native to us, an element of self-sacrifice. It pulses through the imagination of our youth; it is the spur of maturer love. Where we love we desire to give, not our talents merely, but self—that which specially is our, OURSELVES.

To the work, then, teachers! "Rally the good in the depths of thyself." Bring the great offering—the heart, the life. Lay it reverently, with a great purpose, with unflinching faith and kindling hope, upon the altar of pedagogic sacrifice!

Loyalty

By EDGAR A. GUEST

Into the factory he went,
One of the motley crew,
And they paid him down to the final cent
His wage, as it came due,
But nobody out of the office fine
Ever noticed him sweating along the line
And nobody ever said to him:
"How are the kids and the missus, Jim?"

He was one of a mighty throng
Doing his daily chore,
Getting the blame when things went wrong,
And hating life more and more.
Up at a cage on a certain day
They stood him in line and gave him his pay,
But nobody ever said to him:
"How are the kids and the missus, Jim?"

Somebody offered a dollar more,
And Jim went on his way,
Glad to be quit of the factory floor
And glad of the extra pay.
The boss once asked: "Why do they go?"
And the hirelings answered: "Oh, we don't know,
They run for the money, as you can see,
And they haven't a notion of loyalty."

I may be a fool, but it seems to me
If I were a business man
And looked to my men for loyalty
I'd work by another plan.
I'd take an interest now and then
In the needs and hopes of my fellowmen,
And once in a while I'd stop and say:
"Well, how are the kids and the wife today?"

—Our Boys.

They Say

CHARLES DANA GIBSON:—

"After a man has had a clear-thinking, courageous young woman of today for a companion, he would take to his heels if he had to marry the swooning, helpless prude of yesterday."

LADY ASTOR:—

"I think smoking is a nuisance, no matter who does it. One only has to be a housekeeper to know that."

MISS MARY E. WOOLLEY:—

"If we compare the reading for recreation of the girl of today with the girl of twenty-five or thirty years ago, the present girl suffers by contrast."

FRANK D. BOYNTON, superintendent, Ithaca, N. Y.:—

"We live in proportion to our ability to respond to our environment."

STEPHEN E. KRAMER, first assistant superintendent, Washington, D.C.:—

"A rating system which in its administration does not become the basis of a full, frank, and free professional discussion, fails in the primary purpose of a rating plan; an administration of a rating system which does not carry with it conviction, and which does not encourage to increased effort, serves little purpose in furthering the efficiency of a school system."

JOY ELMER MORGAN, National Education Association:—

"The superintendent holds a mighty responsibility. American life needs unity. The school system supplies that unity. The school system itself needs unity. The superintendent takes the lead in seeing that unity is achieved."

PAUL M. PITMAN, San Francisco:—

"There is something about the classroom teacher that we can't afford to lose. With fine loyalty, with sympathetic understanding, and with—yes, I dare to say it—with love, she gives her youngsters something more precious than knowledge."

MRS. SUSAN M. DORSEY, Los Angeles:—

"If our future world is to be and continue friendly, education must provide instruction and experiences in social living to a greater degree even than at present, and a friendly atmosphere must pervade all school relationships."

J. B. EDMONSON, dean, University of Michigan:—

"State legislatures are showing a marked tendency to delegate specific duties to the superintendent of schools."

FRANK CODY, superintendent, Detroit:—

"In the last analysis, our education rests on the classroom teacher. Buildings, equipment, organizations, are but bulwarks to strengthen him. If he is progressive, practical, dynamic, recreative, friendly, co-operative, and idealistic, our school will be likewise, and we may more nearly reach the ideal of the great Teacher, who came that 'We might have life and have it more abundantly.'"

THOMAS H. BRIGGS, professor of Education, Teachers College, Columbia:—

"Everywhere we know more of how to design buildings, how to use fans, window shades, and floor oil, how to make schedules, how to organize classes, how to keep records, and how to measure mechanical learnings than we know of how to educate. And, what is worse, we are more concerned about the former than about the latter."

CHARLES H. LAKE, first assistant superintendent, Cleveland:—

"Rarely, if ever, do we discover a really good school in which the principal is not actively interested in supervision.

"The primary responsibility for supervision in a city school system must be placed upon the principal, and the work in our schools will not be as effective as it should be until we place the responsibility for securing good work in the schools—elementary as well as secondary—with the principals. And they accept it."

GEORGE N. CHILD, superintendent, Salt Lake City:—

"A great deal of the waste of time and money in education, viewed from the standpoint of justifiable returns, may be eliminated, and it is the duty of administrators to discover such waste and reduce it."

TRUE WORTHY WHITE, Boston:—

"The way to get rid of evil is to substitute a more powerful good."

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

359. What is the superintendent's relation to supervision? (Massachusetts.)

In the larger systems where the superintendent has general supervisors, supervising principals and supervisors of special instruction his function in relation to supervision is largely that of delegating the work and checking results. To do this he has to have the larger educational vision, understand the general principles of supervision as recognized by school authorities today, and know the goals desired in each case. In the cases of poorly trained supervisors as is frequently the situation where principals come up through the ranks and for one reason or another inherit their positions, or special subject teachers who may be strong in their subjects but weak in pedagogy, he may have to give them some of the general principles and direct them to course and books from which they can get particular training. Supervision is the latest of our public school institutions, but is quite definitely and clearly worked out in these various lines so that any superintendent can head his supervisory staff in the right direction for a constantly growing body of information. In the small system where the superintendent has only a few special subject teachers, full or part-time teaching principals and no general supervisors, he is in a bad way as far as supervision is concerned. The only thing he can do is to try to keep in touch with new books and magazines on supervision, and when he visits classrooms give his teachers the benefit of such study.

There is a growing practice among training institutions to send out supervisors to their young teachers for the first and second years. Such a superintendent should take every advantage of such an arrangement. Sending teachers whom he finds weak to visit good teachers in his own or other systems is one of the best things he can do, for there is nothing like seeing the job done well, and as the chances are he cannot do it, so he needs to give these teachers well planned visiting days. Rural supervisors and combination supervisors, such as one elementary supervisor for three towns, are becoming more popular and are life-saving stations for superintendents in small towns.

360. Are trial promotions desirable? (Wisconsin.)

Promotions, like all other decisions, should be final at the time made. There should be no uncertainty or wavering when the decision is finally agreed upon such as the word *trial* suggests. A pupil is promoted because it is best for him to go on. This usually implies a certain accomplishment in the present grade or class and evidence of power to meet the next year's requirements. It should, however, never be a mental situation only. The pupil should be considered physically and socially as well. There are cases where, for physical or social reasons, he needs to be advanced when mentally he is not up to standard. "Best for the pupil as a whole" should be the basis for decision. Se he is promoted, and the next teacher takes him where she finds him, as she finds him, and goes on from there. That may mean she sews up holes in his preparation, sews them up as she meets them and the need arises. "Not her business?" To be sure it is. Every good teacher knows that, does it constantly. But what about putting a child back if you find he cannot work at all with the group? Regrettable, of course, but if it is what he needs it must be done. He has a right to what he needs in so far as we can give it to him, and we can't dodge our duty just because it is disagreeable. Our only consolation is that this is the rare and not the common case, and it does not warrant a lot of trial promotions. The morale of such a situation is bad. He has made the goal! Hurrah for his success! On for the next one! That's promotion.

361. What do you think of paying extra salary to teachers who are pace makers in a school? (Massachusetts).

In theory it is most reasonable. In practice it won't work. It really is a form of the merit system, and as such is business-like and sounds well, but when tried leads you into all kinds of difficulties.

In nearly every school you have the superior teacher who does set the pace for the others, and as such is of great service to the system, but you can't reward her with salary. The minute you do, the teacher is marked among her fellow-workers. The feeling of jealousy enters in, and most teachers prefer to do without the extra compensation to standing the criticism and unpopularity that goes with it.

Professional recognition, such as promotion within the system and personal approbation, should always be possible. Complimenting such a teacher to her fellows has to be handled very carefully. Demonstration lessons given for the other teachers can be used and you can send other teachers to visit her. All of which has to be done most professionally and impersonally. "Nonsense," I hear a wise superintendent say. Nonsense, nothing! Teachers are just boys and girls grown big—even as you and I.

A Helpful Editorial

AMERICA needs the daily press leadership in public education. The New York Evening World sets a noble example in its leadership. It says: "The public needs to be aroused."

The New York Evening World has said editorially:—

"By all odds the biggest educational problem in this city of many races and many grades of mentality is the problem of the mentally backward children who fall hopelessly behind even in the elementary schools and whose discouragement makes them the easy prey of influences that drag them into idleness, delinquency and crime. The tragedy is that many of these mentally backward are clever enough of eye and hand to become industrious and useful citizens if the right kind of training stood ready to catch them at the earliest moment and turn their discouragement into interest and self-confidence. Manual, vocational teaching is what they need—but it has got to get hold of them promptly, before they slump into resentment and hostility toward schooling of any sort. The weakness of the present system is its failure to provide such vocational training until it is in many cases too late.

That is wise statemanship brilliantly stated in March, 1930. No educationist has stated the case as well as this, and no professionalist could get the hearing that the New York Evening World has given it.

In the same editorial is this heroic sentence:—

"The general public needs to have its interest aroused to demand action. The public should ponder the fact that in 1927 of 732,633 children in the day elementary schools, 136,487 failed of promotion."

The New York Evening World editorial continues:—

"Shiftlessness, delinquency, crime, unemployment, the lure of Communism—one and all of these worries of a great democratic community of the present day are incalculably increased by neglect of the backward child in the elementary schools.

"Devil take the hindmost is poor public school policy. Gloating over the high average marks of survivors in a competitive system of mass education will never compensate for the fate of those who have fallen by the wayside. For the fate of the latter may, sooner or later, cost the community vast sums for poor relief, asylums, reformatories and prisons. Better by far to train the backward child to self-support and self-respecting citizenship than carry the burden and expense of him when he turns out useless or worse."

The culmination of the editorial of the New York Evening World is worthy of special praise:—

"There is too much survival of the fittest in present public school policy. The mentally quick can advance themselves. It is the mentally slow who need early care and attention if they are to become civic assets instead of civic liabilities. From the point of view of the public this is not philanthropy. It is intelligent self-protection."

"Fancy the world a hill, lad,
Look where the millions stop;
You'll find the crowds at the base, lad,
But there's always room at the top."

..more than a drink...

Horsford's Acid Phosphate

is also an excellent Nerve Tonic

It makes the most refreshing acidulous drink. And definitely assists nature in restoring depleted nerves; acting as a positive tonic for brain and body.

Add Horsford's to your favorite fruit drink; or use it in water in place of lemon juice.

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A Trip Through Ceylon

(Concluding Article)

By L. H. PUTNEY*

The primary schools have five grades or "standards," the first two being known here, as in England, as the "infant classes." I visited a Tamil primary school in a little village in the interior of the island. The school day begins at 8.30 in the morning and closes at 12.30 p.m. There were thirty-five pupils, ten of whom came back in the afternoon to learn English. The teacher's preparation was about equivalent to what one obtains in a junior high school back home. He received a salary of thirty rupees a month. According to his "time-table," the first thirty minutes every morning were devoted to religious instruction. The other subjects were drawing, writing, recitation or reading, arithmetic, nature study, geography, dictation, and singing (drill and action songs). This particular man had a unique scheme for conducting two classes at the same time. While the more advanced pupils read orally, those in the other class wrote down the words (this is what was meant in the time-table by "dictation," I discovered). At the same time a third group was standing over in one corner working out arithmetical problems on their slates. I was told that in many of the primary schools considerable attention was being given to industrial work, but personally I did not see any evidence of it.

One of the most interesting places in Colombo is the museum. This institution is supported by the government, and its collections are limited to things pertaining to Ceylon and the Maldives. How much it is appreciated may be gauged by the fact that over two hundred thousand Ceylonese visit it every year. Out of respect for the Mohammedans in the community it is closed to the public on Fridays. In the library connected with this museum are some very ancient *olas*, that is, books copied on leaves of the *talipot*, a tree which resembles closely the palm that supplies palm-leaf fans. The pages of an ola are prepared by repeatedly boiling in water the tender leaves stripped of their ribs, and afterwards drying them slowly in the sun. When they have been reduced to the required thinness and quality by this laborious process, they are rolled up and kept in a dry place ready for use. In the market they sell for about one rupee a hundred. Before being used as pages for books, the leaves are dampened and polished by drawing them backward and forward across the trunk of an arecanut tree. They are then cut so as to make pages about twenty inches long, and are punched with two holes to assist in the binding.

The Sinhalese characters are scratched on the leaves of the ola with a sharp-pointed stylus, and later are covered with a pigment made by mixing resin with powdered charcoal. It is said that a good copyist can cover in one day about sixteen pages containing eight lines of writing to the page. The writing is often a work of art, and it is truly remarkable how straight the copyists can make the lines without any guides, and with no supports for the leaves except their own left hands. For their work they are paid about fifteen cents a leaf. When the pages of an ola are completed, they are placed beneath covers made of painted strips of wood of the same size as the leaves, and bound together by being laced with strings of different colors. The olas are kept wrapped in large handkerchiefs. Some of those in the Museum are as much as five hundred years old.

In conclusion, I must tell you something about Colombo, which is the capital of Ceylon, and a city of about 250,000 inhabitants. Prior to the completion of her great stone breakwaters, which were begun in 1875, Columbo had no harbor, and consequently was a comparatively unimportant place. All the big ships discharged their cargoes and passengers at Galle, a city some seventy miles down the coast. Galle, by the way, is identified by some scholars as the Tarshish of the Bible; so Ceylon may have supplied Solomon not only with his pearls, but also with his ivory, apes, and peacocks.

Except for the importuning of drivers of automobiles and of touts for curio shops, Colombo is a delightful place. No begging is allowed on the street—a most pleasant change from most Oriental cities. Measured by the tonnage of the mercantile vessels entering and clearing there, it is the sixth port in the world, being at the crossroads for Australia, East Africa, and the Cape, Suez and the Mediterranean, India and the Persian Gulf, and the Straits and Eastern Asia. You may form some idea of what a centre it is when I tell you that, the day I left, four great liners bound for Europe and belonging to as many different companies lay in the harbor side by side. Unfortunately, vessels cannot dock in Colombo owing to the shallowness of the water alongside the piers, so freight and passengers are landed by means of lighters and tenders. Once ashore, however, all this inconvenience is forgotten in the color and beauty of the place, for as Sir Edwin Arnold so well said: "Colombo is a perfect labyrinth of shady bowers and flowery lakes and streams. For miles and miles you drive about under arbors of bamboos, broad-leaved breadfruit trees, cocoanut groves, and stretches of rice-field, cinnamon, and sugar-cane, amid which at night the fireflies dart in glittering clusters."

*Foreign Representative, Little, Brown & Co.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Selfishness—I

The philosopher seated himself in the market-place. He was weary, for the miles had been long and the water scarce, and the heat and the black flies worse than usual. Hardly had he seated himself, however, when a violent noise of bickering rose on his left, from the shop of an urn maker.

"I tell you," said the buyer, "the sign of my house must be beaten into the silver of this urn before I take it."

"But," answered the silversmith, "this urn is fashioned after the pattern of the great Abi Izak, than whom there is no greater in Samarcand. See the lines of it, the noble curve of victory, the grace and delicate texture of the very metal itself. Into this urn, my friend, I have put my own spirit and that of Abi Izak; would you desecrate its beauty by compelling me to beat into it symbols that are outside itself?"

"To you," said the purchaser angrily, "the symbols of my house are unimportant and not beautiful. That is all right, but to me they are most important and most beautiful. What glory shall add to my house by giving a gift to the gods at Benares that does not tell the story of our greatness?"

"Begone," cried the merchant. "I value the beauty of this urn as it stands, more than your gold. Go elsewhere, buy cheaper goods and stamp into it what ugly thing you will."

"You reptile," shrieked the buyer. "Dare you speak this way to me? Take that, and that, and that," whereupon he fell to beating the silversmith over the head and shoulders with his heavy staff. By an ill chance one blow fell directly on the urn, destroying its beauty in the twinkling of an eye. At the mischance the buyer restrained himself from further violence, but at that moment the keeper of the Sultan's peace appeared and seized him and cast irons on his wrists and carried him away.

"Ben Alim," said the philosopher, "see what comes of selfishness and self conceit. Because the buyer had undue pride in the symbols of his house, he quarrels with one who has undue pride in the beauty of the thing he sells. I sympathize with the urn maker, of course, for at least he sought to preserve beauty, but there was a way, and a way which neither saw because of the blindness that comes of selfishness. I am reminded of a story. In China, in the old days, it was customary for the various provinces of the empire to send tribute to the Emperor. If all was well in the province, and the people were happy and contented, it was the custom, also, to add to the tribute a splendid gift of some sort, that spoke the gratitude of the givers and, in a way, was symbolic of the reason for the gift. In one particular province the most happy relations had prevailed. The crops had been good, the rainfall plentiful, and the agents of the Emperor most tactful and pleasing in all things. So cordial, indeed, were the feelings of the province towards the throne that the people determined to send the Emperor a gift that would at once be extremely valuable and, at the same time, tell him in a beautiful way, and at all times, of their happiness.

(To Be Continued.)

Selfishness—II

"In other words they planned a gift that would express harmony in the highest and most beautiful way. It was, therefore, determined to send the august one a musical instrument known as the King. To appreciate this gift you must know that it was made of flat pieces of stone known as Yu. These stones were extremely beautiful in themselves and took a most lovely polish. They were found here and there along the water courses, but did not exist in quarries as most stones do. In order to produce a King instrument hundreds of men had to search as though for gold, and others had to cut and grind the stones into flat slabs of a shape to look well below the supporting beam from which the stones were hung. In order to have a King that was in perfect time each stone had to be cut away until, when struck by the mallet, just the right note would be produced. So sensitive were the stones, that the thousandth part of a grain too much or too little would destroy its excellence.

"However, after a year's hard work on the part of all, the King stood completed. It was a beautiful thing to see, standing there in the great square, each stone carved with the most exquisite designs and with a lettering that told some interesting story of the King's development, but when the master player approached and touched the stones lightly with his mallets, it seemed as though the very heavens had opened and music beyond the minds of man poured down in silver streams from the celestial spheres. So wonderful, indeed, was the tone of each stone and so pure, that the spirit seemed to hear the music in it without the use of its earthly ears. The largest stone roared in a deep low pitch like a river over its rocky bed, while the smallest stone sent forth a clear, high note so sweet and piercing that it defied even the birds to imitate it.

"When the great King was presented to the Emperor, a month later, he was much pleased. 'Read to me,' he said to his scribe, 'the story of the stones.'

"'Celestial One,' began the scribe, "the stone of the river tone says this: This stone has been tuned to the exact note given to the musician of the great Emperor Yao by the Phenix bird, Foang-Hoang. To his hands had been entrusted the making of a scale. As he sat by the river pondering, the Phenix bird, whose coming always was the sign of good things, came and sang the perfect scale for him.

"The second stone says this: The Emperor Yao discovered that stones sing. Before his day the sacred scale had been preserved by instruments made of bamboo. Be it known to you that Yao corrected the sacred scale by having his river stone timed once more to the exact note the river made as it rushed along.

"The third stone says this: Confucius says, 'The wise man seeks music to strengthen the weakness of his soul; the thoughtless one uses it to stifle his fears.'"

(To Be Continued.)

Selfishness—III

"'Enough,' cried the Emperor, rising. 'What is this I see in the royal coat-of-arms that each stone bears?'

"There was silence in the court, and men trembled at the angry words of the mighty one.

"'Celestial One,' said the scribe, 'one line has been forgotten in the royal symbol—just one line.'

"'Then the symbol is no longer mine,' cried the Emperor. 'Remove the King, you who have brought it. Set it not in my presence again until the royal symbol has been made perfect.'

"'But, Celestial One,' pleaded the chief one of the delegation.

"'Away!' cried the Emperor. 'Away! Delay in peril of your lives!'

"That day the head men of the delegation from the happy province sat long in consultation with the others. 'The King is perfect,' cried the musician. 'To cut away the thousandth part of a grain would destroy its purity of tone. To cut away the line

needed to complete the symbol of the Emperor would be to destroy the tone of each stone forever.'

"'Can one add beauty to the hollyhock by scalloping the petals with a knife?' asked another.

"'Can one improve the song of the nightingale by placing a band about its throat?' asked another.

"'Can one increase the light of the sun by burning a candle in midday?' asked another.

"'Does the smoke of the incense burner add anything to the summer clouds?' asked another.

"'Woe is the lot of all of us,' cried the chieftain. 'To refuse to change the symbol will be to insult the eyes of the Emperor. To change it will be to insult his ear. In either case we are dead men, and the happiness of our country at an end.'

"At that moment the scribe of the Emperor entered the room. 'Friends,' he said, 'I have a plan. Take the King at nightfall to the palace grounds and set it up below the window of the Emperor. When all is still let this skillful man, yon musician, play his noblest piece upon it. Perhaps the wonderful quality of the King will so please the Emperor that he will forgive the oversight in leaving out a line of the royal symbol.'

"There is a legend remaining today of the wonderful music that rose up in the Emperor's garden that night at the playing of the King. It is said that the lotus blossoms opened their sleepy buds as though the sun shone on them. It is said the birds came from far and near and sang each his own accompaniment. It is said the stars ceased revolving around the north to listen. It is said that when the river stone roared sullenly, as the playing ceased, the dew fell like a scented rain, each drop hardening into a lovely pearl, as it dripped from the petals of an opening flower.

"As for the Emperor, though his soul was thrilled with the wonder of the music, he steeled his heart against it because of the imperfect symbol. Rushing to his window, as the song ceased, he hurled a flashing sword down upon the King, smashing its still throbbing stones into a million bits. Of course, as might be expected, the bearers of the tribute and the gift escaped in the night and carried the sad news back to their waiting friends.

"Instantly forges were fanned into hot flame and swords grew red in the making, and war spread its deadly threat across the land like a blighting frost."

The philosopher rose and went over to the shop of the urn maker. "Friend," he said, laying a gentle hand on the shoulder of the weeping man, "be of good cheer. Though your urn is in ruins, the pattern is still perfect in your mind, and your spirit is still in possession of its earthly tools. Only he really suffers damage, my friend, whose pattern has been destroyed and his power weakened."

Beauty Calls Us

In far-off Japan the people have a pretty custom of going on picnics at the various times when the flowers blossom, thus there is the peach blossom festival and the apple blossom outing, and they journey long distances to see the glory of the fairy-like clusters of wistaria bloom. Instead of staging noisy picnics like those held here in America, the Japanese are very quiet and orderly and spend their time walking about from tree to tree, or blossom to blossom, talking in a low tone about the delicacy of this color or the perfection of this petal, seeing the most minute details or standing enraptured at the setting of some blossoming shrub against its background of wood or hill. As though to add a personal touch, even the children have the pretty habit of hanging a neatly written poem to a peach or apple bough in the hope that some one may read it and learn that the writer, even though not there in person, joins him in admiration for the beautiful.

Americans might learn a great deal from these two customs of the Japanese. A love of nature and an appreciation of her beautiful gifts is at the bottom of all nobility of character. Her gifts are all about us, lifting up our lives in every possible way. Her soft colors and glorious shapes delight our eyes and lead us to give forth something of the same order in our daily deeds; her gentle perfumes please our sense of smell; her cool winds touch us most gently, as though with long fingers; her fruits and vegetables are full of delicious tastes for our tongue, and whose ear has not been delighted and inspired by the music everything in nature gives forth!

But he who would really enjoy all this must go forth to seek it with the Japanese. A glorious trellis, festooned with purple wistaria blooms, may make my neighbor's back yard a sacred place, but its wonder is lost for me if I take not the few steps that bring me to it. A hermit thrush may intone its bronze bells of melody in a wood five miles away, and all in vain and all unheard by me, unless I journey to that woods at eventide, in order that my ears may hear.

Thus beauty calls us with a thousand tongues, holding rich rewards for him who hears and heeds. Out of the richness of her gifts will surely come enrichment of our spiritual selves.

Dawn in Serbia

A native of Serbia told me not long ago that in his youth his mother used to wake him a few moments before dawn, take him, sleepy as he was, to the window, and have him look out upon the glory of the rising sun. He said this was a common practice all over his section of Serbia, and amounted to a religious practice, so faithfully did the mothers observe it.

"I suppose," he said, "it was a custom that came into being in the distant past, when the primitive people of my country worshiped the sun; and rose early in order to be present at its coming. Whatever the reason, the practice existed, and, I believe, exists today in many parts of Serbia."

"Just what effect," I asked, "had the practice upon your life?"

The man smiled and was silent a moment. I could see that happy memories were rising one after the other in his mind like little suns.

"I have never forgotten the experience," he said. "My whole life has been brightened by it. I can still see the sun rising over the blue-misted mountains, and hear my mother speak to me, always gentle words, words of goodness and joy. It was a moment of prayer,—that rising of the sun, and always, in spring or summer, a bird sang, or in winter a rooster crowed from the barnyard fence; what effect did the sight of the rising sun have on my life—I wonder. I think it filled me with an undying hope and faith. Sometimes things have been very hard with me, and life looked empty and black, but I could never be downright discouraged—there was a brightness somewhere in my heart, and words of encouragement and love. I think that brightness was the rising suns of Serbia, and those words the words of my mother standing by my side."

"That is very interesting," I said. "I think the custom a beautiful and inspiring one, but I wonder how it would work out in America."

My friend shook his head. "It would not work," he said. "You see, no one in my country ever went to bed again after the sun rose. There was work to do, for little hands and big. Always work, hard work, before we children were sent off to school. In America there is not work enough. In my country there was too much."

I wonder if my friend was right. Do the girls and boys of this bright, wonderful land have too easy a time for their own good?

EDUCATION IN ACTION

Scientists Rediscover What Boys Already Knew

Whatever may have been the effect of the old-time schoolmaster's hickory stick on morals, it was probably not conducive to learning, if tests just made at the University of Cincinnati are a criterion. Pain, according to the experiments of two psychology professors, Dr. James Vaughn and Dr. Charles M. Diserens, is not a stimulus to difficult achievement. And the time honored adage about sparing the rod must, so far as complicated mental tasks are concerned, pass into limbo. To find out just what effect punishment had on learning, the experimenters used a small covered maze, through which the subject was asked to push a metal stylus with his left hand. Blind alleys were electrified so that every time he entered one, the stylus gave the hand a shock. Learning was measured by an electrical device which recorded the length of time required to run the maze, and the number of times he repeated the mistake of entering the blind alleys. Thirty-two men and women, college students, took the test. While at first, as the shocks were increased, it was found that the subject got out of the blind alleys more quickly, a really severe shock served actually to make him slower. Beyond a certain intensity of pain, even his instinctive reactions broke down. In all cases, the harder the shock, the slower was the learning of the maze, the more times the subject repeated his errors. In performing a simple task which a person already understands, a slight punishment may be an incentive, the examiners conclude. But in solving a difficult problem involving learning, pain is only a deterrent. Severe punishment in any case breaks down efficiency. Whether the threat—the modern parent's mental equivalent of physical punishment—has a like effect, new tests should be devised to show.

Dartmouth Pants for Male Emancipation

Dartmouth students, in a recent mass protest against the conventionality of male attire, said it with shorts. At least 600 hardy undergraduates, heeding the call of the Daily Dartmouth, the college newspaper, appeared on the campus in abbreviated pants, which exposed to the chill breezes from four to six inches of their bare legs in the vicinity of the knee. It was expected that the color scheme of the shorts fad would be in khaki, but Hanover residents were treated to the rare spectacle presented by abridged breeches in almost every shade of the spectrum. Stocks of shorts in local stores were completely sold out and hurried orders for fresh supplies have been wired. Some of the students who were unable to buy shorts appeared in ordinary trousers whose legs had been clipped far above the knee. Shorts wearers attended chapel and classes and it was indicated that the dwarf pants would remain in vogue at Dartmouth for the remainder of the college year. Both town police and college authorities were reported to look with approval on the campaign.

Study of Aptitudes Urged by Secretary Wilbur

Secretary Ray Lyman Wilbur, in a speech greeting the committee on vocational guidance and child labor of the White House Conference on Child Health and Protection, at the Department of the Interior, declared that one of the important problems before educators today is to discover the aptitudes of the child and train in him what he likes to do and will be well paid to undertake. Mr. Wilbur stated that the struggle of vocational education has been difficult because parents have deliberately set up courses of classical study like Sanskrit, Hebrew, Greek, and Latin, which were declared necessary in order for one to be called educated. One by one these courses have been dropped, he said, until now Latin seems to be the only classical survivor. Instead of telling the child what a parent wants it to pursue as a profession or a vocation, Mr. Wilbur stated that it is their business to discover what the child likes best to do and can do. It is one of the functions of the White House conference, Mr. Wilbur declared, to attempt to disentangle the whole question of vocational aptitudes of the children from its present confused state. The present system of education is not in consonance with the preferences of the students always, and to get in consonance with them it must get rid of its artificial standards, Mr. Wilbur explained.

Serves Schools Seventy Years

William H. Kelley, president of the Newburgh (N. Y.) Board of Education, who has the distinction of having served the schools in official capacities for seventy years, was re-elected recently. He moved to Newburgh from Glens Falls in 1859, and in 1860 was made principal of Washington Street School, where he served for many years. After retiring from this post he became a member of the Board of Education and later its president. In spite of his advanced age he is in good health and quite active.

School Garden Group Marks 20th Birthday

Members of the School Garden Association of New York observed the twentieth anniversary of their association at a luncheon in New York City recently. Representatives of the Bronx and Brooklyn Botanical Gardens and the Brooklyn Children's Museum, as well as five members of the board of school superintendents, were among the 1,200 guests. Dr. Gustave Straubenmuller, president of the association and associate superintendent of schools, called attention to the growth of the organization from a membership of seventy-five at its establishment to one of more than 10,000 at the present time. It is made up principally of teachers interested in nature education for children, and is said to be one of the largest organizations of teachers. The importance of nature study in the educational system was stressed by Dr. Straubenmuller, who received a tribute from the members for his sixteen years of activity on behalf of the association.

Regrets Alumni Lose Interest in Colleges

The tendency of college alumni to assume a "lukewarm" attitude toward their alma mater was deplored recently before the annual luncheon-meeting of the New York City members of the Muhlenberg College Alumni Association, by the presiding officer, Mayor James Berg, of Mount Vernon, N. Y., Muhlenberg, '99, and president of the New York Chapter of the association. The college is situated in Allentown, Pa. Universities and colleges throughout the United States, Mayor Berg said, would be greatly benefited in many ways if their alumni took the same enthusiastic interest in their welfare as they had taken in their undergraduate days.

Pacifists Criticise Training in Schools

Discussion of militant pacifism and of military training in schools and colleges marked the second day's session of pacifist organizations meeting recently at Netcong, N. J. Tucker P. Smith, executive secretary of the com-

mittee on militarism in education, declared that cadet corps in colleges have become social fraternities in which the students "come in contact with military men and their military-minded civilian allies." "The result," he said, "is a set of unconscious attitudes, prejudices and personal attachments which play quite as important a part in the future thinking and acting of these students as any deliberate beliefs which they may learn. Boys and girls who have enjoyed horseback riding, dancing, rifle shooting and even snowshoeing with army officers are won to the military viewpoint and may be counted upon to favor military appropriations and methods."

Boys May Dress For Summer Comfort

For the remainder of the scholastic year and in fact at any time when warm weather prevails, the boys of the Southbridge (Mass..) High School will be allowed to attend the sessions attired above the beltline with only shirts or blouses that may be turned down low at the neck and sleeves rolled above the elbow. Neckties may or may not be worn. Principal Channing H. Greene, who believes that boy pupils should be as comfortably attired as girls, made the announcement. The 150 boys greatly appreciate the new style.

North Carolina Aids Longer School Term

Approximately $1,000,000 allotted by the North Carolina State Board of equalization as state aid to extended school terms has been sent out to the 94 participating counties, the state superintendent of public instruction, A. T. Allen, has announced. The last payment of the $5,250,000 equalizing fund for aiding the six months' term was sent out about March 1. "But for the tax reduction fund this year, thousands of children in North Carolina could not have attended school longer than six months, but have been enabled to have eight months in school as a result," Mr. Allen said. The fund for aiding extended school terms should probably be enlarged gradually, so that in due time all children in the state will attend school at least eight months, he declared, stating that last year only about 75 per cent. attended school that long.

Deaf Student Wins High School Diploma

Keeping pace in his studies with hearing students, Ernest Becraft, now a senior, who has been totally deaf since childhood, is nearing the goal that he decided four years ago to strive for, a high school diploma. He will be the first deaf boy to graduate from the Stevens Point (Wis.) High School. In spite of having to support himself by part-time work, he finds time to engage in school activities. Besides finishing the regular gymnasium program he won the school's wrestling and boxing matches for two years. He also holds down the job of scorekeeper at basketball games. Ernest came to Stevens Point at seven and enrolled in the day school for the deaf. Special help by his teachers kept him abreast of his hearing friends. He has learned to read the lips of others so well that he is now able to take down school assignments in this way. He says that he had wanted to gain a high school education since childhood, but that it seemed hopeless at first. Now he is determined to continue his education after graduating, and hopes to become an electrical engineer or an artist.

Federal Aid Sought To Combat Illiteracy

Senator George, of Georgia, has introduced in the Senate a bill designed to extend Federal aid to states for the eradication of illiteracy. The measure was introduced in behalf of Senator George by Senator Bratton, of New Mexico. The bill provides for an appropriation of $1,000,000 a year for five consecutive years, the money to be administered entirely by state educational authorities. It was prepared in cooperation with the American Federation of Teachers, and, according to Mr. George, is also endorsed by the department of adult education of the National Education Association. The bill does not provide for matching of Federal funds by state governments, but for an outright Federal contribution to the states. The reason, according to the sponsor, is that states which have the highest percentage of illiteracy in many instances are least able to match a contribution from the Federal government. The bill provides that money be apportioned to the states in the proportion that the number of illiterates of a state bears to the state's total population.

French Doctor Urges Morning School Only

Children should attend school only in the morning, in the view of Dr. George Bertier, a French authority on child training, as expressed in a paper read before the French Academy of Medicine at Paris. All lessons, Dr. Bertier said, should be completed in the morning, while the child's mind is fresh and receptive. To try to teach them after lunch is simply a waste of time and bad for the children's health, he asserted. The afternoon should be devoted to drawing and practical work and exercises, in his opinion. There is too much cramming in French schools, Dr. Bertier said, and the opinion of the Academy of Medicine supported his contention that doctors should be consulted in planning school curricula. No classes, Dr. Bertier recommended, should exceed twenty-five pupils, and abnormal and inept pupils should always be weeded out for special treatment.

School Courses In Health Habits

The superintendent of public instruction is a member of the state health advisory council, declares Bertha R. Palmer, Superintendent of Public Instruction, State of North Dakota, in a recent article. "In addition to this personal connection," she says, "health education is one of the major subjects in the course of study for elementary schools, whose chief object is training boys and girls, while they are boys and girls, for the game of life. The course in health education is to teach boys and girls health habits—good habits of eating, sleeping and playing; also what to do in case of accidents, and last, but not least, the rules of personal safety. Under these heads, correct posture is encouraged when sitting, standing and walking. Eight health habits for bathing, eating, drinking, sleeping, care of teeth, attention to toilet, and playing are developed, grade by grade. As health crusaders the children check themselves on their personal habits. The course suggests ways of correlating the

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subject of health with language, stories, rhymes, art, nature, and music. For the sixth and seventh grades the course is physiology and hygiene, which provides for a knowledge of the body and its functions, and the principles of sanitation. The course covers twenty-four pages, and in addition the teachers are provided with a manual of physical education of fifty pages which contains directions for games for indoors and out, for few and for many. The complete course emphasizes examination of school children for physical defects, with follow-up work and remedial measures.

Education in America A $12,000,000,000 Enterprise

The total value of public and private school property in the United States at the end of 1928, including that of universities and colleges, amounted to $9,159,100,000, according to a statistical report just published by the Federal Office of Education. In 1928 the total cost of education, including expenditures by the Federal and State governments and private institutions, amounted to $3,033,706,590, thus putting at the disposal of the 29,276,068 students of all types of institutions, facilities capitalized at over $12,100,000,000.

Quebec Roused Over "Americanized" Texts

Chicago's widely broadcast textbook commotion some months ago is revived in the minds of the public of the Province of Quebec with Montreal about to stage a similar dispute. Textbooks used for the teaching of children in the public schools of the Province of Quebec have been under study by a committeee jointly representing the Montreal Board of Trade and the Quebec branch of the Canadian Manufacturers' Association. A report covering the committee's findings so far was published recently. It emphasizes that Canadianism and accuracy, with due regard for the British Empire Association, should dominate the textbooks used. The report then adds: "Already certain of the books reviewed fall so far short of these principles that your committee is prepared in this interim report to recommend that they be discontinued. These books are unsuitable for Canadian children. They were written many years ago by a citizen of the United States for children of the United States, and are printed and published in the United States. They present throughout a forceful and not always soundly argued prohibition propaganda. They feature and eulogize United States institutions, customs, practices and achievements, and having been written by an American for Americans, naturally they do not deal with anything from a Canadian viewpoint. Furthermore, and even from an American viewpoint, they are replete with out-of-date theories. They record and recommend practices which have long been obsolete and superseded by better things."

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High School Battle Stirs Philadelphia

Strictly academic high schools are making their last stand in Philadelphia, amid a controversy that is attracting the attention of educators in all parts of the country. The eighty-two-year-old Philadelphia High School for Girls, the last of the city's classical secondary schools, will be merged with the "comprehensive" William Penn High School for Girls, if the Board of Education adopts a recommendation offered by Dr. Edwin C. Broome, superintendent of schools. Alumnae of the Girls' High School, indignant over the proposal to submerge the identity of their alma mater, have objected vigorously, and have had the support of several college presidents and deans at protest meetings. Telegrams and letters have been sent by parents, alumnae, and educators, testifying to the high standards of Girls' High School, and urging that it be continued as a purely classical seat of learning. The merger plan has been under consideration by the Board of Education for nearly a month, and the members themselves are divided on the issue.

Police Espionage In Schools Charged

Police Commissioner Whalen of New York City was criticised, and Dr. Frank P. Graves, State Commissioner of Education, was pictured in the role of Pilate in a general arraignment of the public school system by Dr. Harry F. Ward, of Union Theological Seminary, who is chairman of the American Civic Liberties Union. Dr. Ward cited several cases against school teachers in which their "academic freedom within the school walls and their right to expression as other citizens outside of academic halls" were involved. He said teachers had been dismissed during the war on the ground that they were not patriotic, and since the war because of some opinion favorable to Soviet Russia. Promotion has been denied, he said, because of an affiliation with some outside organization. "And then we have espionage by the police department and intrusion by the police commissioner into the schools," he continued. "The intrusion by the police commissioner is fascinating. That fellow's omnipotence and omnipresence! I don't wonder that the Mayor feels called upon to take a vacation. The police object to what they call radical tendencies and they don't like certain outside organizations with which the teachers are affiliated."

Educator Protests Giving Life Position

The practice of giving school teachers life positions after only three years of trial was characterized as "absurd" and "destructive to inspiration" at the recent New England Conference of Secondary School Principals in Framingham, Mass. Dr. Ellwood P. Cubberley, dean of the school of education at Leland Stanford University, California, denounced, in uncompromising fashion, the sympathy which is wasted on the "poor teacher," and asked that a little more consideration be given the pupil. Addressing over 300 masters and teachers from all parts of New England, he said: "We take on for life, outside of flagrant breaches of conduct or serious disability, teachers who might have been inspired to better themselves with study and travel during their experimental three years, and who later, feeling secure, lapse sometimes into indifferent teachers, hard and cruel to pupils." As a remedy Dr. Cubberley suggests giving teachers one-year contracts only for the first three years, then a four-year, and then a seven-year contract. "Even after the seven-year period they should not be guaranteed life positions," he said.

Fight Teachers' Pay Rule

The petition of the Elizabeth, N. J., Secondary School Women's Club, seeking to test the legality of the action of the Board of Education in maintaining a salary differential of $300 between men and women school teachers, was forwarded by Samuel Koestler, attorney for the club, to State School Commissioner Charles H. Elliott, of Trenton. The petition sets forth the Elizabeth Board of Education has been violating the equalization law since 1925, through its annual adoption of a salary schedule naming each teacher in the school system and giving the salary to be paid each during the coming years.

The BOOK TABLE

FIRST-YEAR LATIN (Enlarged). By Perley Oakland Place, Litt. D., Professor of Latin in Syracuse University, with the collaboration of Henry R. Gardner, A. M., Public Latin School, Boston, Mass., and M. Julia Bentley, A. M., Hughes Latin School, Cincinnati, Ohio. 338+xxv pages, or with Intermediate Latin Lessons, 484+xxv pages. American Book Company.

This is a notable work, since it combines the best features of the time-honored beginners' books with the up-to-date qualities recommended in the Report of the Classical Investigation, and adopted by the College Entrance Examination Board. The lessons are short, each new inflection is given as a single exercise, and the succeeding lesson presents a short vocabulary with drill exercises. Each new principle of syntax is presented simply, and is immediately applied in a special exercise. There are numerous Latin Readings, of human interest, carefully graded. The cultural background is established, by the historical introduction, brief sketches of Roman life, suggested readings in English, and the numerous attractive illustrations that accompany the text. Much emphasis is placed on Latin derivation, and the correlation of English with Latin; and comprehensive review lessons occur at frequent intervals. The work merits a wide use in both high and intermediate schools.

PRINCIPLES OF GUIDANCE. By Arthur J. Jones, University of Pennsylvania. Cloth. 385 pages. 370 Seventh Avenue, New York: McGraw-Hill Book Company, Inc.

This is an elaborate presentation of the Guidance movement, past, present, and prospective. The author knows the movement from its inception, and realizes that it is a twentieth century institution. It has the vivacity of the new and the absence of tradition. It offers an opportunity for experiments by enthusiasts.

Guidance is the fruiting of half a century of development. When Manual Training came, its slogan was "Learn to do by doing," but it soon ran its course, because it opposed doing anything of value. It must be done for the sake of learning how to do it. This came from Germany.

Sloyd came from Scandinavia, and usefulness was its purpose.

Arts and Crafts followed from England, and beauty was its mission.

Industrial education came for community benefit, and then trade education brought the need of adaptation to individual taste and talent.

This opened the doors for French Tests and Measurements and their infinite variety of application.

The University of Pennsylvania has been receptive to everything that promised industrial aid to the family and community, and as naturally as water seeks its level, the professor of secondary education gave devoted attention to the science and art of Guidance, and as a result the school world has this comprehensive study of the way to market the half-century-old theory and practice of assisting, leading, steering, directing, guiding students, industrially, socially and educationally.

AMERICAN HISTORY. By Thomas M. Marshall, Washington University, St. Louis. Cloth. Illustrated. 745 pages. New York: The Macmillan Company.

We can render no greater service to American school book history than to print a vital part of the author's "Preface."

"The day of picturesque fiction presented as history has passed. The present generation is demanding knowledge. Truth has defeated propaganda. Breadth of interpretation has routed provincialism and sectionalism. This history is written on the assumption that the highest ethical teaching is based upon the truth, and that the truth cannot be known if there be distortion of facts or narrowness of interpretation. The history of the United States needs no varnishing to make it interesting and impressive. Its great men need no apologists. This democracy needs no propagandists. The history of our country is one of magnificent accomplishments. The truth is all that is necessary to make every young American proud of the fact that he is an American."

We were immensely pleased with the spirit of the author as he faced critical periods. He has been brilliantly fair whenever there was liability to be unfair.

ALGEBRA FOR JUNIOR AND SENIOR HIGH SCHOOLS. By J. W. Calhoun, University of Texas, E. V. White, Texas State College for Women, and T. McU. Simpson, Jr., Randolph-Macon College. Complete. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

These authors and publishers evidently realize that the first requisite of a text in Algebra is to create a class atmosphere that it is worth while for all students to know and know how to use Algebra, and they have succeeded to an unusual degree in creating a text that approaches the subject skillfully and that will retain the awakened interest.

One reason that Algebra has sometimes lost public respect is the fact that there was a dangerous gap between the argument that it was of value and making a text that demonstrated its usefulness. Here is a text that bridges that dangerous gap.

PHYSIOLOGY AND HEALTH. By C. E. Turner, Massachusetts Institute of Technology. Malden Health Series. Cloth. Illustrated. 281 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

In all the books of the Malden Health Series Dr. Turner is intensely devoted to promoting uniform and universal health of American people through the establishment of health habits of families through sensible information in school. He makes every statement so clear and convincing that its acceptance is inevitable. This latest of Dr. Turner's books is up-to-the-minute in information and inspiration.

Books Received

"Adventures in American Literature." By H. C. Schweikert, R. B. Ingals, and J. Gehlmann. New York City: Harcourt, Brace and Company.

"Modern Language Notes." By H. C. Lancaster, G. Gruenbaum, W. Kurrelmeyer and Raymond D. Haven. Baltimore, Md.: The Johns Hopkins Press.

"Advanced Biology." By Frank M. Wheat and E. T. Fitzpatrick.—"Planning a Career." By Lewis W. Smith and G. L. Blough.—"Robin and Jean in England." By L. S. Williams.—"Citizenship Through Education." By Clyde B. Moore.—"First Year Latin." By Perley Oakland Place.—"New Manual for Teachers." By Hollis Dann. New York City: American Book Company.

"Educational Yearbook of the International Institute of Teachers College, Columbia University." By I. L. Kandel, M. A., Ph. D. New York City: Teachers College, Columbia University.

"The Student's History of Printing." By Merrit Way Haynes, M. A. New York City: McGraw-Hill Book Company, Inc.

"Homeric Greece." By Marjorie and C. H. B. Quennell. New York City: G. P. Putnam's Sons.

"Our Government." By James W. Garner and Louise I. Capen.—"Fact and Story Readers." By H. Suzzallo, G. E. Freeland, K. L. McLaughlin and Ada M. Skinner.—"Boys and Girls at Work and Play." By Margaret L. White and Alice Hanthorn.—"Latin II." By Henry Carr Pearson and Lillie M. Lawrence. New York City: American Book Company.

"Outdoor Plays for Boys and Girls." By A. P. Sanford.—"Plays for Graduation Days." By A. P. Sanford. New York City: Dodd, Mead and Company.

"Wonder Flights of Long Ago." By Mary Elizabeth Barry and Paul R. Hanna.—"The Psychology of Childhood." By Edgar James Swift. New York City: D. Appleton and Company.

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GRINS BETWEEN GRINDS

A Settler Who Lasted

Visitor—"Who is that man you spoke to so politely? I saw several people take off their hats to him."

Resident—"That man? Why, he's one of our early settlers."

Visitor—"Early settler? Why, he can't be more than forty years old."

Resident—"That's true, but he pays his bills promptly the first of the month."

Not Right Away

Professor—"Mr. Lapp, you're late this morning."

Mr. Lapp — "Yes, sir; we've got a new baby at our house."

Professor—"Um—er—well, don't let it occur again."

Nerve Tonic Unnecessary

The druggist was awakened long after midnight by the violent ringing of his doorbell. On looking out his window, he saw a young miss in evening clothes.

"What's the matter?" he cried, as he pulled on his dressing gown.

"Oh," she cried gayly, "I'm at a dance close by, and I've mislaid my rouge."

"Really?" asked the druggist softly. "Well, I'm sorry, but I never keep enough rouge in stock to cover a cheek like yours."

Keeps Him Home

"My wife looks well after me, I assure you that she takes off my boots for me in the evening."

"What! When you come from the club?"

"No, when I want to go there."—Leeds Mercury.

That's That

One morning when the children were eating breakfast, Milford put two heaping spoonsful of sugar in his cocoa.

"I should think one spoonful would be enough," objected his sister.

"I should think so too," he replied, "but it ain't."

True Confessions

"And now that I've told you I'm going to marry Agnes, there's one more thing I'd like to get off my chest."

Father: "What's that?"

"A tattooed heart with Maggie's name on it."

Preferred to Go It Alone

School Teacher (to boys): "Now, all who desire to go to heaven when they die, stand up!"

Little Jimmie remains seated.

Teacher: "Why, Jimmie! Don't you want to go there, too?"

Jimmy: "Yes, ma'am; but not if that bunch is going."—Vancouver Province.

Buried Treasure

The idler looked at the workman with interest.

"What are you digging for?" he asked?

"Money."

"Do you expect to find any?"

"Yes, on Saturday."—Montreal Star.

Explicit

A Chinese truckman in Vancouver sent the following bill to a grocer for delivering orders:—

10 goes

10 comes—at 50 cents a went....$5.00.

Amen!

The preacher's little daughter, Elizabeth, thought she had received rather bad treatment, so at prayer time she was not only unhappy, but resentful. "Oh, Lord," she prayed, "make all the bad people good, and God, if you can, please make all the good people nice."

Troublesome

First Vice-President—"So you were unusually busy today?"

Second Vice-President—"Was I? I didn't get out to the golf links until nearly noon!"

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THE ARLO PUBLISHING COMPANY

NEWTON UPPER FALLS, MASS.

The New Poet Laureate

By Denis A. McCarthy

Arlington, Mass.

[Boston Herald May 6, 1930.]

According to the British Constitution the King of England must not be a Catholic. If he should change his faith to Catholicism, or even if he should marry a Catholic wife, he would cease at once to be King. All that was decided by the Bill of Rights of 1689 and the Act of Settlement of 1701.

But no such inhibition interferes with the religious choice of the King's chief poet. Nothing in the British Constitution provides that the poet laureate must not be a Catholic. There is no foundation, therefore, for the opinion I have heard expressed that the recent conversion of Alfred Noyes to Catholicism prevented his being chosen to succeed the late Robert Bridges. Masefield, upon whom the choice has fallen, well deserves the honor. Many prefer his verse to that of Noyes, although Noyes has an outstanding place in contemporary English letters.

I shall always be grateful to the scholarly Catholic priest (now a bishop) who introduced me to the poetry of Masefield. I had been lecturing on Irish poetry in his parish hall and was his guest during my stay. As we sat and chatted in his library after my lecture, he said:—

"Now you have been reading Irish poetry all evening. Would you mind if I took the floor for a while and read you some English poetry?"

There was, I thought, a malicious glint in his eye. So I replied:—

"No, I do not mind at all. I am your guest. You have me at your mercy. I cannot fight back. But remember, cruel and unusual punishment is barred by our Constitution."

"Which means," said he, "that I may go ahead."

And he did go ahead, to such purpose that it was very late when we went to bed. As we retired, I told him that, aside from my own verse, I never heard poetry I like better than Masefield's.

"Now," he said, "I know you are telling the truth."

Since that night I have been a reader of everything in the shape of verse written by Masefield. When Bridges passed away I thought immediately of Masefield and hoped that the place of laureate would fall to him. I am glad my hope came true, especially as I am often disappointed in matters of this kind.

BOSTON PUBLIC SCHOOLS: The 1930 examinations for admission to The Teachers College of the City of Boston, Latin and Day High Schools, and the Training School for Teachers of Mechanic Arts will be held this year as follows:

THE TEACHERS COLLEGE OF THE CITY OF BOSTON. For the regular four-year college courses open to high school graduates who have completed the preparatory course: From Monday, June 2, to Saturday, June 7, inclusive, at The Teachers College of the City of Boston, on Huntington Avenue, near Longwood Avenue.

All candidates are required to report for registration and conference on Monday, June 2, at 9 o'clock A. M.

LATIN SCHOOLS: (For admission to the Six-Year Course): On Friday, June 6, and on Wednesday, September 10, at 9 o'clock A. M. Boys will be examined at the Public Latin School-house, on Avenue Louis Pasteur; girls, at the Girls' Latin Schoolhouse, on Huntington Avenue, near Longwood Avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of the examination will be English (including Reading, Literature and Spelling); Arithmetic; Geography; and History and Civics.

For admission to the four-year course: Candidates for admission to the four-year course in the Public Latin or Girls' Latin Schools will be examined only on September 10, at the place, and in the subjects indicated under High Schools, below. (See NOTE below.)

HIGH SCHOOLS: — NOTE: — EXAMINATIONS FOR ADMISSION TO THE HIGH SCHOOLS AND TO THE FOUR-YEAR COURSES IN THE LATIN SCHOOLS WILL BE HELD ON THE DAY IMMEDIATELY PRECEDING THE OPENING OF SCHOOLS IN SEPTEMBER.

ACCORDINGLY, the 1930 examinations for admission to the high schools and to the four-year courses in the Latin schools will be held on **WEDNESDAY, SEPTEMBER 10, 1930.**

BOYS and **GIRLS** will be examined at The Teachers College of the city of Boston, on Huntington Avenue, near Longwood Avenue. The subjects of examination will be: English Language (including Reading, Writing and Spelling, Grammar and Composition); History and Civil Government of the United States; Geography; Arithmetic.

THE TRAINING SCHOOL FOR TEACHERS OF MECHANIC ARTS: The examination for admission of students to the one-year and two-year courses in the Training School for Teachers of Mechanic Arts will be given on Saturday, June 7, in the Parkman School, Broadway, between B and C Streets, South Boston, beginning promptly at 9 o'clock A. M.

For full particulars in regard to the above examinations apply to the Board of Examiners, 15 Beacon Street, Boston, Mass.

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